

7th GRADE ACTIVITIES



Semilla Bilingüe



Alcaldía de Medellín

Semilla Bilingüe

7th GRADE

En este cuadernillo docentes y estudiantes podrán encontrar actividades en inglés para fortalecer habilidades comunicativas en lectura, escucha, escritura y habla. Cada ficha presenta un contexto y diferentes actividades a desarrollar las cuales facilitan avanzar en procesos de aprendizaje del inglés.

El material que se encuentra disponible en este cuadernillo ha sido diseñado o adaptado para estudiantes de séptimo grado según niveles de desempeño de acuerdo con los *Derechos Básicos de Aprendizaje* (DBA) y el *Currículo Sugerido*, documentos macro expedidos por el Ministerio de Educación Nacional de Colombia.

Recomendaciones para el usuario

Docente

Se sugiere realizar la exploración de las fichas y su contenido previo a la implementación de la actividad o ejercicio en la clase. Esta exploración le posibilitará dar respuesta a las dudas o inquietudes que los estudiantes puedan tener y dar ejemplos adicionales relacionados con el contenido o tipo de respuesta requerida. Asimismo, dicha exploración le permitirá usar las actividades propuestas como complemento a los contenidos a desarrollar a lo largo del año escolar.

Estudiante

Se sugiere seguir las instrucciones del docente y realizar preguntas con el fin de aclarar posibles dudas sobre las indicaciones dadas, el contenido del material de trabajo y el tipo de respuesta o producto esperado para cada ejercicio o actividad.

Contenido

Personal information	4
Meet my family	6
Teenagers around the world.....	9
Around the world	13
Fabulous food	16
Mardi Gras	19
Who do you like?	23
I had a crazy morning	27
What happened this morning?.....	32
Climate change	35
Vacation - Boardgame	38

Personal information

-Listening-

Desarrollo competencias (DBA)

Competencia 5:

Reconoce información específica relacionada con objetos, personas y acciones cuando le son conocidos y le hablan de manera pausada. Para esto puede llegar a requerir ayudas visuales tales como imágenes o textos.

Recomendaciones de uso:

Cada estudiante recibe una de las fichas para completar con sus respuestas. Antes de ver el video, los estudiantes deben leer atentamente las instrucciones y la información contenida en el cuadro, de esta manera, los estudiantes sabrán en qué datos deben enfocarse al ver el video.

Los estudiantes ven el video dos veces para completar la información de cada uno de los entrevistados, y comparan sus respuestas con las de sus compañeros al final de la actividad.

Video:

<https://www.youtube.com/watch?v=d4xHaGUx3c0&t=45s>

Escanee el código QR
para encontrar el video.



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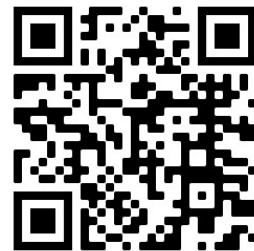
Personal information

5

Watch the video about personal information and complete the chart.

What's your name? Can you spell it?	How old are you?	Where are you from?	What's your occupation?
A _ na S _ _ a			
_ _ u _ _			Deputy Sheriff
_ _ e _ _ i			
J _ _			
B _ _ _		East Coast	
S _ _ a _			
Dustin			Student
Amir			
Damon			

Scan the QR code
to find the video



Meet my family

-Writing-
-Reading-
-Vocabulary and Grammar-

Recomendaciones de uso:

Esta ficha de lectura presenta información sobre diferentes tipos de familias e invita a los estudiantes a pensar en el tipo de familia al cual ellos pertenecen. Una vez leído el texto, los estudiantes debe completar un diagrama de Venn con información tomada de las descripciones para posteriormente escribir un texto descriptivo corto sobre sus propias familias. El contenido y trabajo de esta ficha permite el fortalecimiento de habilidades necesarias para las Pruebas Saber.

Desarrollo competencias (DBA)

Competencia 4:

Entiende la idea principal y algunos detalles relacionados con actividades, lugares y personas en un texto descriptivo corto. Para la comprensión del texto, se apoya en palabras y frases familiares.

Competencia 7:

Describe acciones relacionadas con un tema de su entorno familiar o escolar. Para esto, usa oraciones sencillas y se apoya en imágenes.



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Meet my family

7

There are different types of families, please take a look at the following images and think about your family.



Now, read the following texts.

1. Ana's family (Extended family)

Hi, my name is Ana. I am 12 years old and I live in Bogotá in a big house. I like to dance and watch videos. I have a beautiful family. There are seven members in my family: They are my grandparents, my parents, my two brothers and me.

My grandfather is an intelligent man. He likes to share stories with us. My grandmother is a talented chef and kind woman. My father is a nurse. He works in a hospital in the capital and he swims every day. My mother is a hairdresser. She is responsible and sweet, and she loves to read novels. My brother Julian is 10 years old. He is a good student. He is responsible with his homework. My younger brother is Sebastian. He loves to play soccer and he practices on Mondays, Wednesdays, and Fridays. This is my family and I love it!

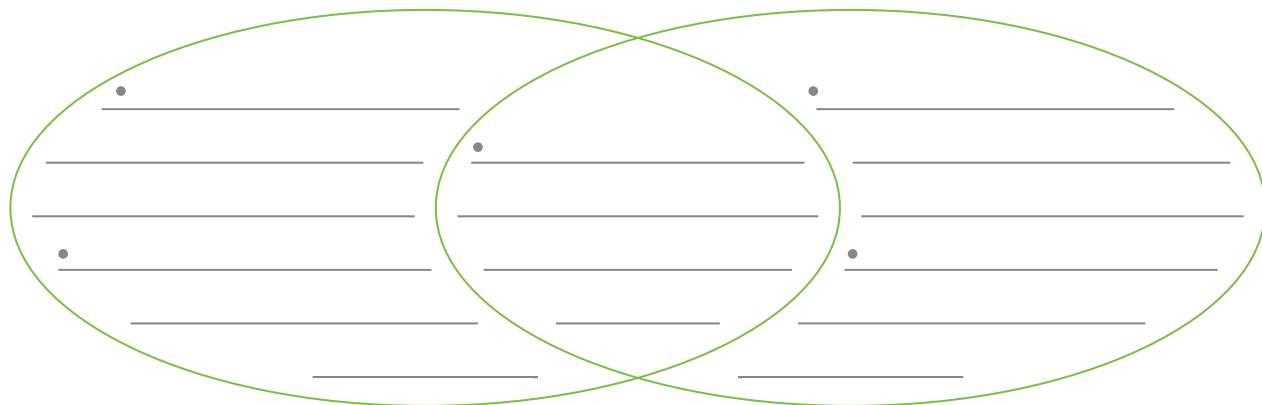
2. John's family (Single parent family)

Hello, I am John. I am 14 years old and I live with my mother in an apartment downtown. My mom is a teacher. She teaches mathematics at the university. She likes to walk and do exercise. She is very funny and active. I enjoy playing chess with her.

I want to study Veterinary Medicine because I love animals, but I can't have pets in my apartment because it is small. On weekends, I like to go out with my friends to the malls and small stores around my neighborhood to do some shopping and eat pizza. Pizza is my favorite food! I am friendly and outgoing. I like to spend time with my friends. Sometimes, my mom and I go to my family's country house in Rionegro. Her dream is to live in Rionegro with some pets and enjoy the silence of the mountains there.

1. Complete the diagram with information from the texts.

- What do the two families have in common? Write 1 idea in the intersection of the circles.
- What is unique about each family? Write 2 ideas in each of the circles.
4 ideas in total.



2. Now, write a paragraph describing your own family. Please include information about you and your family's professions and personalities, and the things they like. Use the models provided and the information in the following chart:

Vocabulary about family members	grandparents, mother, father, brother, sister, etc.
Vocabulary about different types of families	extended family, single parent family, nuclear family, etc.
Adjectives to describe the family	intelligent, kind, beautiful, responsible, etc.
Vocabulary about professions or occupations	nurse, engineer, teacher, cook, hairdresser, saleswoman, manager, etc.
Verb tense: simple present	(verb to be and others).

Teenagers around the world -Reading-

Desarrollo competencias (DBA)

Competencia 4:

Entiende la idea principal y algunos detalles relacionados con actividades, lugares y personas en un texto descriptivo corto. Para la comprensión del texto, se apoya en palabras y frases familiares.

Recomendaciones de uso:

La mitad del grupo recibe la ficha A y la otra mitad del grupo recibe la ficha B, todos los estudiantes reciben la ficha C (Cuadro de información). Después de leer los tres perfiles incluidos en la ficha, los estudiantes deben completar las tres primeras casillas del cuadro de información. Luego los estudiantes deben organizarse en dos filas según la ficha asignada, una fila para la A y otra para la B, deben sentarse uno al frente del otro. Los estudiantes A harán preguntas a los estudiantes B (y viceversa) sobre los perfiles que leyeron en sus fichas con el fin de completar otra de las casillas del cuadro. Después de 3 minutos, los estudiantes de la fila B rotarán y pasarán a hacer preguntas a otro compañero de la fila contraria. Este ejercicio de rotación se repetirá hasta que todos los estudiantes hayan completado sus cuadros de información.



Teenagers around the world

10

Read the comments below and complete the graphic organizer.

A



Hi! This is Pablo Revelo, I am 14 years old and I am from Brazil. I live with my parents and my brother in Curitiba. I go to school every day in the morning; I am in 9th grade. I love maths and physics; they are my favorite classes at school. I practice capoeira, I think it is a very special and interesting Afro-Brazilian martial art. I like pop and rock music, my favorite singer is Dua Lipa. My friends and I love horror movies; The Conjuring is my favorite movie so far.

Hello, my name is Dylan Miller, I am 17 years old, I am an American teenager living in Buenos Aires, Argentina. I live with my dad and our cat. I am in my senior year! My favorite class at school is chemistry, I love going to the lab and working with my classmates on new projects every week. My favorite sport is skateboarding. I love rock and metal music, Radiohead is one of my favorite bands. My dad and I love sci-fi and Marvel movies.

Hey! I am Kathy, I am 15 years old. I am Australian but I live in Vancouver, Canada. I live with my parents and my two siblings. I am in junior high, and I love history class. I am in my school's glee club, we perform different classic pop and rock songs. I love listening to Dua-Lipa's music. I am not into sports, but I really like reading books, taking pictures and singing. I love chick-flicks, they are my favorite kind of movies!

B



Hello! I am Monserrat Garcia, I am 16 years old, I am Mexican and I live in Guadalajara. I live with my grandparents and my other 2 cousins, and our beautiful dog. I am in high school, and my favorite class is P.E. I enjoy running, and playing soccer and basketball. I love to take pictures and post them on social media. I love reggaeton music, my favorite singers are Maluma and J Balvin. My cousins and I like to watch movies together; we love Harry Potter and The Lord of the Rings.

This is Miguel Zambrano, I'm from Quito, Ecuador. I am 15 years old. I live with my parents. I do homeschooling, so my parents are in charge of my education. I like to study science and maths. Swimming is my favorite sport; I go to the pool three days a week. I love rock, pop and electronic music, and my favorite band is Queen. I love anime and manga. My favorite movie these days is Kirikou. Also, I love video games, my friends and I spend hours playing Call of Duty and Clash Royale.

Hi! I am Valentina, I am 14 years old, I am Colombian and I live in Medellín. I live with my mom, my step dad and my two sisters. I am in 9th grade, and I love English and social studies class. My favorite sport is volleyball. My favorite music is pop, and my favorite singers are Lorde, Jonas Brothers, and Ariana Grande. I don't like watching movies, but I love watching Korean series. They're my favorite!

Section C

Name	Age	Nationality	City	Favorites

Around the world

-Reading-

Desarrollo competencias (DBA)

Competencia 3:

Escribe textos cortos y sencillos sobre acciones, experiencias y planes que le son familiares. Para la escritura se ayuda de una secuencia de imágenes y un modelo preestablecido.

Competencia 4:

Entiende la idea principal y algunos detalles relacionados con actividades, lugares y personas en un texto descriptivo corto. Para la comprensión del texto, se apoya en palabras y frases familiares.

Competencia 7:

Describe acciones relacionadas con un tema de su entorno familiar o escolar. Para esto, usa oraciones sencillas y se apoya en imágenes.

Recomendaciones de uso:

Esta ficha sobre lugares y actividades puede usarse para realizar las actividades de comprensión de lectura. Los estudiantes deben leer un texto en el cual tres personas hablan sobre su lugar favorito y las actividades que se pueden hacer allí. Con base en esta información, los estudiantes deben responder cinco preguntas usando oraciones completas y luego usar el texto como ejemplo para realizar una descripción de los lugares y actividades a realizar en la ciudad con una amiga proveniente del extranjero, teniendo en cuenta sus intereses.



Read the text carefully

Monica in New York City, USA



New York City offers entertainment for those picky adolescents who are usually unhappy about everything, or who don't like sharing with others because they are very exigent with what they want to do, eat, listen to, and wear. Location Tours brings groups to the most important sites. And if there's one thing most teenagers are good at... it's eating. In addition to the many stellar restaurants in NYC, teens can enjoy a culinary adventure perfect for their taste. Scott's Pizza Tours and A Slice of Brooklyn Bus Tours, for instance, both offer excellent prices. An extra to the tours is that they can go shopping for souvenirs or presents for their families.



Taken and adapted for academic purposes from: <http://www.nycgo.com/articles/new-york-city-for-teens-teen-itinerary>

Alexandra in Machu Picchu, Peru



Following in the footsteps of the Inca civilization, you can trek along the famous mountain trail to Machu Picchu: one of the New Seven Wonders of the World. You can also explore the ancient capital of Cusco and visit the colorful Pisac Market. After hiking and enjoying the incredible view, you can experience the traditional life with an overnight stay in a mountain village. Along the way, there's the opportunity for rafting in the Urubamba River and mountain biking in the Sacred Valley.



Taken and adapted for academic purposes from: <https://www.explore.co.uk/holidays/inca-trail-teen-adventure-and-amazon-extension-a-family-holiday-for-teens>

David in Atlantis Paradise Resort, Bahamas



For water-loving teens who love their space, Atlantis Paradise Island provides lots of aquatic adventures along with some me-time in "Club Rush," a specially designed room just for teenagers, as well as group activities where they can make a lot of new friends. They also offer a dolphin interaction program to learn about these fantastic mammals. There is a great climbing center, too. At Mandara Spa, teens can have nice treatments. They will get tons of never-to-forget vacation memories.

Taken and adapted for academic purposes from: <http://www.familyvacationcritic.com/top-10-resorts-for-teens/art/>

1. Based on the texts, answer the following questions. Remember to write complete sentences.

a. What is Alexandra going to enjoy in Machu Picchu? Mention 3 different activities.

b. What is David going to do in the resort? Write 2 of the activities.

c. What is Monica doing in the different tours? Mention 3 activities.

d. Based on the text about New York, what does picky mean? Use your own words.

e. Which of these destinations is your favorite? Why?

2. A friend from Australia wants to travel to Medellin but she doesn't know where to go or what to do. She is 17 and likes to enjoy and learn from a different culture and history. Also, her favorite hobby is eating and taking photographs. Where should your friend go to do these things? Why? Write minimum 8 lines.

Fabulous food

-Reading-

Desarrollo competencias (DBA)

Competencia 4:

Entiende la idea principal y algunos detalles relacionados con actividades, lugares y personas en un texto descriptivo corto. Para la comprensión del texto, se apoya en palabras y frases familiares.

Recomendaciones de uso:

Esta ficha invita a los estudiantes a explorar vocabulario relacionado con comida saludable y clasificar palabras en sustantivos contables y no contables. También, a medida que los estudiantes completan esta ficha, reflexionan sobre los ingredientes de sus comidas diarias y cómo incluir elementos más saludables en sus dietas. Inicialmente, los estudiantes deben leer el texto sobre grupos básicos de comida, y deben resaltar el vocabulario relacionado con alimentación. Una vez terminan de leer el texto, deben usar el vocabulario y conceptos de la lectura para crear un menú de 4 comidas. Al finalizar, los estudiantes deben clasificar las comidas del texto entre contables y no contables, ubicándolas en la categoría correspondiente.



We're interested in learning about healthy food. Why is healthy food important for us? We read this article about Food Groups and highlight the vocabulary related to food.

A HEALTHY CHOICE

Are you interested in healthy eating and having a balanced diet? If so, you'll want to learn more about food groups.

This section helps explain the food groups based on the Dietary Guidelines for Americans and provides information about food plans. There are five groups consisting of vegetables, fruit, grains, dairy and a protein group which includes meat, poultry, fish and nuts.

What are the basic food groups?

Vegetables

You should eat a variety of dark green, red and orange vegetables, as well as beans and peas. Examples include broccoli, carrots, collard greens, split peas, green beans, potatoes, spinach, tomatoes and kidney beans. Any vegetable or 100% vegetable juice counts in this group.

Fruit

The fruit you eat may be fresh, canned, frozen or dried and may be eaten whole, cut-up, or pureed. Examples include apples, apricots, bananas, grapes, oranges, guavas, mangoes, melons, peaches, pineapples, raisins, strawberries, tangerines, and 100% fruit juice.

Grains

There are two types of grains – whole grains and refined grains. At least half of the grains you eat should be whole grains, such as whole-wheat bread, whole-cereals and crackers, oatmeal, bulgur, and brown rice. Refined grains include white bread, white rice, enriched pasta, flour tortillas, and most noodles.

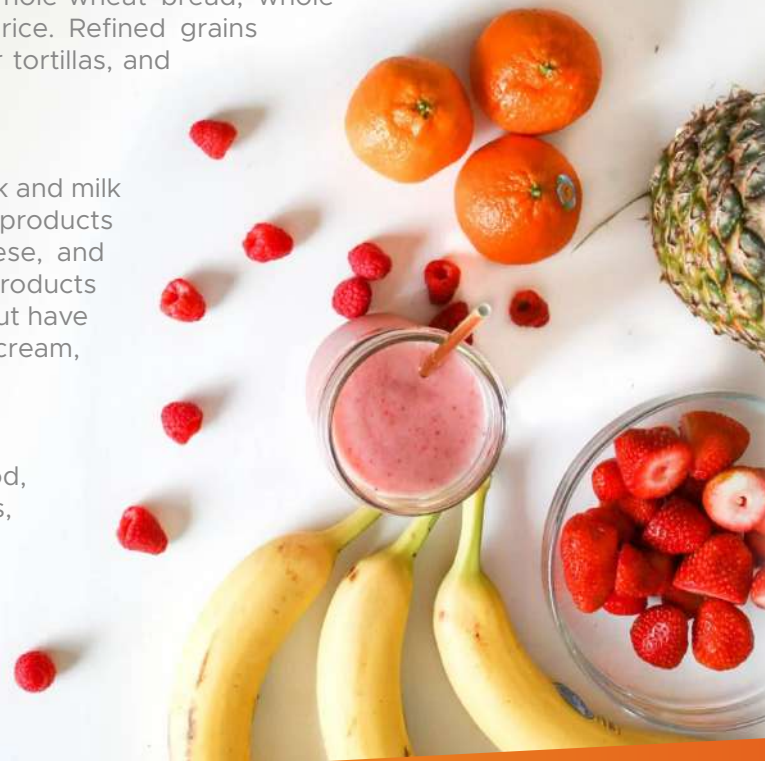
Dairy

Most of your choices should be fat-free or low-fat milk and milk products, but all milks and calcium-containing milk products count in this category. Examples include milk, cheese, and yogurt as well as lactose-free and lactose-reduced products and soy beverages. Foods that are made from milk but have little or no calcium are not included, such as butter, cream, sour cream, and cream cheese.

Protein Foods

Choose a variety of lean meats and poultry, seafood, beans and peas, eggs, processed soy products, unsalted nuts, and seeds. Meat, tuna, chicken and pork belong to this group.

*Taken and adapted for academic purposes from:
<https://dhhr.wv.gov/hpcd/FocusAreas/Nutrition/Pages/Food-Groups.aspx>*



1. Create a healthy diet for each of the meals in the chart below. Include minimum three products in each category.

A HEALTHY DIET

Breakfast	Snacks	Lunch	Dinner

2. Finally, classify the food items presented in the article into the corresponding box.

Countable	Uncountable

Mardi Gras

-Reading-

Recomendaciones de uso:

Esta ficha contiene información detallada sobre una celebración conocida a nivel mundial: Mardi Gras. Los estudiantes deben leer el texto y completar los diferentes ejercicios propuestos y luego usar algunas imágenes e información específica, y el texto original como modelo para realizar la descripción de un festival o celebración.

Desarrollo competencias (DBA)

Competencia 3:

Escribe textos cortos y sencillos sobre acciones, experiencias y planes que le son familiares. Para la escritura se ayuda de una secuencia de imágenes y un modelo preestablecido.

Competencia 4:

Entiende la idea principal y algunos detalles relacionados con actividades, lugares y personas en un texto descriptivo corto. Para la comprensión del texto, se apoya en palabras y frases familiares.



Read the following text about Mardi Gras.

Next February, New Orleans will see a new edition of its traditional Mardi Gras carnival. This is one of the most famous carnivals in the world, and it is held in New Orleans, Louisiana. Its name, Mardi Gras, comes from the French and it means “Fat Tuesday”. The first record of the holiday being celebrated was at the mouth of the Mississippi River on March 3, 1699. The festival commemorates a catholic practice of the French settlers to prepare for the season of Lent. Mardi Gras is the Tuesday before Ash Wednesday.

For many years, the Mardi Gras parades crossed the narrow streets of the French Quarter neighborhood in New Orleans, but after 1972 these events take place on Canal Street, which is wider and allows for bigger crowds to cross. The Mardi Gras events are organized by social, mystical groups called “Krewes”, which used to parade wearing masks and therefore people didn’t know who they were. Old krewes were social groups that reinforced class and economics to create exclusive groups. They used the structure of the parades and balls (fancy parties where young women “debutantes” were presented in society) to extend the tradition and dominance of their social circles. The krewes are not mystical groups anymore and have become social groups in which any person is accepted.

The typical colors of Mardi Gras are purple (representing justice), gold (representing power) and green (representing faith). It has been a typical custom for people in the boats to throw beads (which in the past were made of glass but have changed to plastic or even optical fiber and LED lights) and toys using these colors.

People in New Orleans consider Mardi Gras a holiday for children to have fun, so the police don’t want incidents with nudity on the streets. Alcohol consumption is a common part of the celebration; however, the police say they will control alcoholic intoxication because it has caused problems such as street theft and traffic accidents.



Taken and adapted for academic purposes from: <https://www.mardigrasneworleans.com/>

1. Complete the activities below based on the reading

1. What is the main idea of the text? _____

2. What do these dates refer to?

1699 _____

1972 _____

3. Answer these questions.

a. What does the name of the celebration mean? _____

b. What groups organize the event? _____

c. What material was/is used for the beads? _____ and _____

d. Where was the festival celebrated? _____

e. Who controls alcoholic intoxication during the festival? _____

f. What opinion do people have about Mardi Gras currently? _____

4. What are the traditional colors of Mardi Gras? Select the correct options

Red Orange Black Green White Gray
 Brown Yellow Gold Silver Blue Purple

5. Complete the chat with information about the colors that represent Mardi Gras

TRADITIONAL COLOR	MEANING

2. Now, use the images and information below to make a description of a celebration or festival that is celebrated in your country. It does not have to be real, but you should know a lot of information about it. Write 8 lines minimum giving as many details as possible. You can use the Mardi Gras text as an example.



Past:
Alcohol OK

Present:
Alcohol forbidden



Dates: 1832, 1940, nowadays, these days, etc.
People: Settlers, Indigenous communities, citizens, adults, children, etc.
Vocabulary: Food and drinks, games, competitions, parties, tradition, etc.

Who do you like?

-Reading-

Desarrollo competencias (DBA)

Competencia 3:

Escribe textos cortos y sencillos sobre acciones, experiencias y planes que le son familiares.

Competencia 4:

Entiende la idea principal y algunos detalles relacionados con actividades, lugares y personas en un texto descriptivo corto.

Recomendaciones de uso:

Apariencia física y personalidad. Esta ficha aborda estos temas y propone diversos ejercicios que los estudiantes deben completar antes de proceder a hacer una descripción de su pareja o de una persona que les guste o admiren. Para realizar la descripción los estudiantes pueden tomar los elementos trabajados a lo largo de la ficha como modelo.



Who do you like?

You work for an online dating service. Read the six texts about different people who are on the dating service and are looking for a girlfriend or boyfriend.

Anthony is 25 years old. He is a teacher and he teaches English and drama in a school. He loves football, reading, and rock music. He also likes going to the cinema. He likes shopping and jazz, and he hates meat.

Oliver is 28 years old. He is a student and loves to go to the theater. He also likes different kinds of music (rock, jazz, and classical). He enjoys playing computer games too. He doesn't like dancing. He is not a fan of babies, and he hates football.

Grant is 25 years old. He is a police officer and he likes eating, watching football on TV and animals, especially dogs. He loves to use the Internet. He doesn't like the opera and eating salad, and he hates meat!

Nicole is 22 years old. She is a nurse in a children's hospital. Obviously, she loves children and she likes to use the Internet and play different sports, especially tennis. She doesn't like dogs and she hates cooking.

Melanie is 27 years old. She is a theater manager and she likes rock music, eating, dancing, and children. She loves different kinds of animals. She doesn't like sports and she hates computer games.

Isabel is 29 years old. She teaches languages at London University and she loves them! She speaks five languages in total! She also likes reading, traveling around the world, listening to jazz, and going shopping. She doesn't like meat (she is a vegetarian) and she hates football.

1. Complete the chart about their likes and dislikes.

Name	Likes	Dislikes
Anthony		
Oliver		
Grant		
Nicole		
Melanie		
Isabel		

2. Match the texts to the pictures below. Write the person's name under each picture.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

3. Now, you have to match each woman to a man so they can go on a date! Write the names of the people in each couple and a reason why you think they are a good match.

COUPLE 1 _____ and _____

REASON:

COUPLE 2 _____ and _____

REASON:

COUPLE 3 _____ and _____

REASON:

4. Your turn. Use the section below to make a complete description of the physical appearance and personality of your boyfriend or girlfriend, or of a person you like or admire. Use the information from the reading exercise as reference. Write minimum 8 lines.

[illegible]

I had a crazy morning

-Speaking- -Vocabulary and Grammar-

Desarrollo competencias (DBA)

Competencia 2:

Describe, de manera oral, personas, actividades, eventos y experiencias personales.

Competencia 4:

Entiende la idea principal y algunos detalles relacionados con actividades, lugares y personas en un texto descriptivo corto.

Recomendaciones de uso:

Los estudiantes observan unas imágenes que describen diferentes rutinas en la mañana. Luego, en equipos de 3 o 4 los estudiantes describen las imágenes y responden algunas preguntas. Posteriormente, observan el video con información visual. Después del video, describen las acciones haciendo uso del pasado simple y responden las preguntas para afianzar el contenido abordado. Finalmente, crean preguntas para sus compañeros y socializan sus respuestas ante el grupo en general.

Link del video:

<https://www.youtube.com/watch?v=VumrpkL6RSO>

Escanee el código QR para encontrar el video.



I had a crazy morning!

28

1. Watch the pictures below and describe them. Use simple past tense.

For example:

She had a delicious breakfast this morning and she checked her email. She drank a cup of coffee.







2. Now, discuss with your classmates:

- Which morning was better?
- Which morning was more chaotic?
- What did you do this morning?
- Which picture is more similar to your mornings? Why?

3. Watch the video about a crazy morning. Then, discuss with your classmates the questions below:

- Was this a quiet or a crazy morning? Why?
- What happened to him?
- Describe some of the actions the character did in that morning.

4. Create 5 questions to your classmates about the actions in the video. Remember to use simple past tense.

For example:

Did he take a shower?

What happened this morning?

-Writing-

-Vocabulary and Grammar-

Desarrollo competencias (DBA)

Competencia 3:

Escribe textos cortos y sencillos sobre acciones, experiencias y planes que le son familiares. Para la escritura se ayuda de una secuencia de imágenes y un modelo pre-establecido.

Competencia 7:

Describe acciones relacionadas con un tema de su entorno familiar o escolar. Para esto, usa oraciones sencillas y se apoya en imágenes.

Recomendaciones de uso:

Los estudiantes observarán el video y ordenarán la secuencia de imágenes. Luego, basados en ellas, escribirán un texto corto describiendo lo sucedido en el video. Finalmente, construirán un texto corto acerca de las actividades realizadas en la mañana anterior. En este ejercicio de escritura se empleará el pasado simple y las palabras de secuencia.

Link del video:

<https://www.youtube.com/watch?v=VumrpKL6RS0>

Escanee el código QR
para encontrar el video.



**Semilla
Bilingüe**



Alcaldía de Medellín

What happened this morning?

33

1. Order the events. Then, describe what happened in each situation.















2. Create 6 questions and answer them according to the video.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Climate change

-Listening-
-Writing-

Recomendaciones de uso:

Esta ficha sobre el cambio climático puede usarse para realizar el trabajo de comprensión auditiva donde los estudiantes deben enumerar 5 oraciones y completar un organizador gráfico de acuerdo con la información escuchada. Posterior a esto, los estudiantes deben escribir un texto sobre las acciones que se pueden implementar a nivel individual y de escuela o colegio para reducir el impacto del cambio climático en el ambiente.

Escanee el código QR para encontrar el audio.



Desarrollo competencias (DBA)

Competencia 3:

Escribe textos cortos y sencillos sobre acciones, experiencias y planes que le son familiares. Para la escritura se ayuda de una secuencia de imágenes y un modelo preestablecido.

Competencia 4:

Entiende la idea principal y algunos detalles relacionados con actividades, lugares y personas en un texto descriptivo corto. Para la comprensión del texto, se apoya en palabras y frases familiares.

Competencia 7:

Describe acciones relacionadas con un tema de su entorno familiar o escolar. Para esto, usa oraciones sencillas y se apoya en imágenes.



**Semilla
Bilingüe**



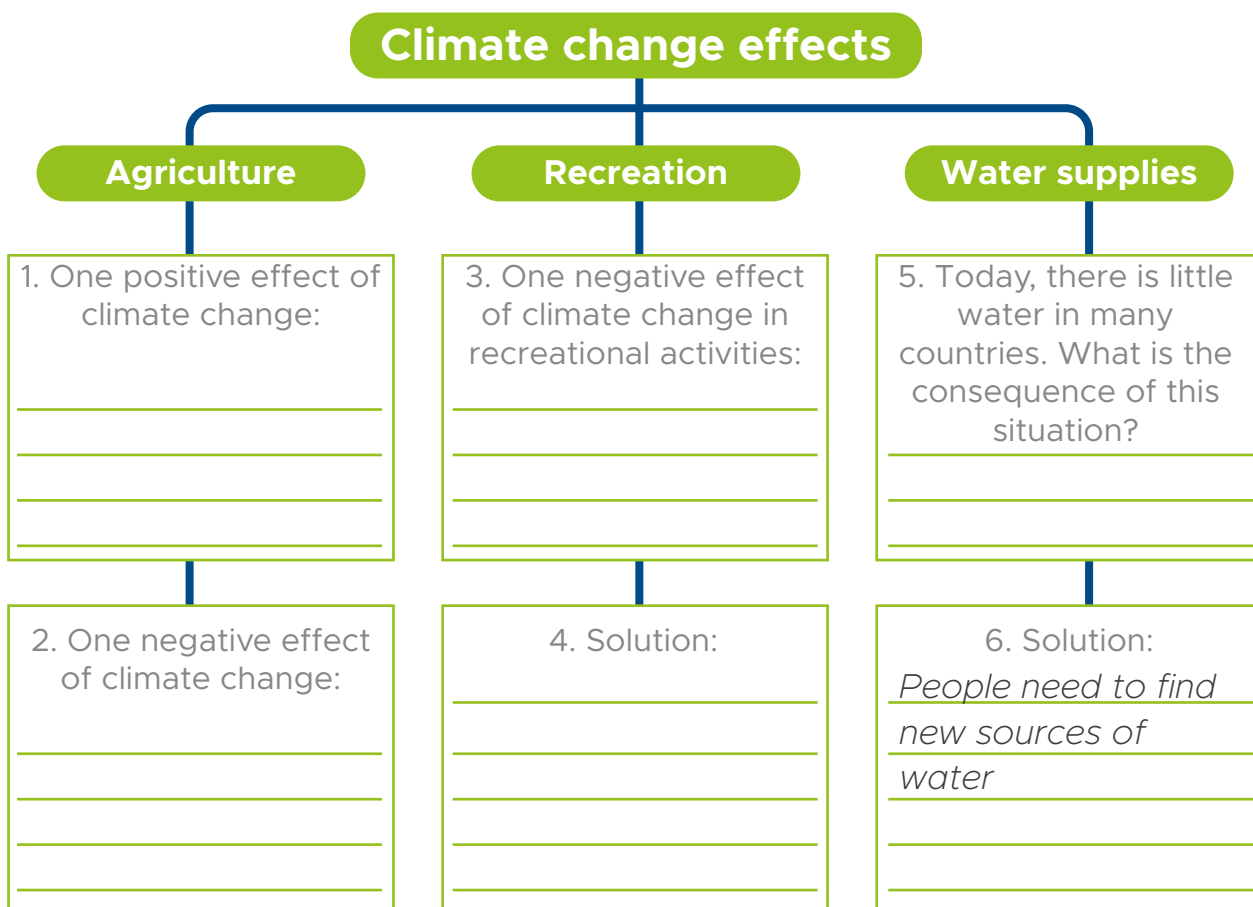
Alcaldía de Medellín

You are recently very interested in how our environment is changing. Listen to three people talk about how climate change affects our world in different ways and what we can do to minimize the effect.

1. Number the sentences in the order you hear them.

- a. ____ It is a reality that climate change is affecting people.
- b. ____ It can have positive and negative effects.
- c. ____ Many countries have very little water.
- d. ____ The rain can cause storms.
- e. ____ People's recreational activities can be influenced by climate change.

2. Complete the following chart with the information from the audio.



3. Now, use the section below to make a short text about how you and your school can help minimize the impact of climate change in your environment. Think about personal and community actions you can do and promote. Write minimum 8 lines.

Vacation

-Listening-
-Speaking-

Recomendaciones de uso:

Este juego sobre vacaciones promueve la interacción entre los estudiantes pues con la información suministrada y sus conocimientos previos, ellos deben estructurar las preguntas para hacerlas a sus compañeros y responderlas, y de esta forma avanzar en el juego.

Desarrollo competencias (DBA)

Competencia 1:

Participa en conversaciones cortas en las que brinda información sobre sí mismo, sobre personas, lugares y eventos que le son familiares.

Competencia 6:

Da y recibe instrucciones, recomendaciones y sugerencias sobre temas relacionados con su entorno cotidiano.



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You need markers and a die to play this game!

Take turns going around the board until someone reaches the finish. When you land on a square, you need to ask a question to your classmates or answer a question.

START 	Where...	What did you...	How long...	You left your sandals at the beach. Miss a turn. 
Ask a question about family	You get an extra throw!	What did you eat while on vacation?	Who did you spend your vacation with?	Mention three things you did on your vacation!
Free question	Did you write postcards to your friends?	What is this? What is  it for?	How did you get to the destination?	Where would you like to go on your next vacation?
Where did you stay?	You didn't pack your fins. Miss a turn. 	What was the weather like on your vacation?	How much did you spend?	You forgot the ball at the hotel room. Miss a turn. 
 Where did you go last year?	Free question	What activities did you do?	You get an extra throw!	Who did you meet on your vacation?
Ask a question about: Games, books, music, movies	What do you prefer: a beach vacation or a city vacation? Why?	Who did you...	Free question	Did you buy any souvenirs on your last vacation? Why?
What is this? 	 Tell us about your worst holiday!	When did you... 	What would you show people in your town?	FINISH

Taken and adapted from iscollective.com

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